



# ANIMAL CLOSE-UPS

## Pre/Post-Visit Activities



**GRADE LEVEL: Kindergarten – 2<sup>nd</sup> Grade**

### Goal of Zoo Program:

This program introduces students to a variety of exotic animals while comparing and contrasting the characteristics of each animal—including their diet, physical characteristics, and habitat.

### Objective of Zoo Program:

- Students will observe and analyze the lifestyles and adaptations various exotic animals have to survive in the wild.
- Students will recognize the importance of their role in the conservation of wildlife and habitats.

### Texas Essential Knowledge and Skills (TEKS)—Elementary Science:

#### **Kindergarten**

- (5) The student knows that organisms, objects, and events have properties and patterns. The student is expected to:
- (A) describe properties of objects and characteristics of organisms.
- (6) The student knows that systems have parts and are composed of organisms and objects. The student is expected to:
- (A) sort organisms and objects into groups according to their parts and describe how the groups are formed.

#### **First Grade**

- (5) The student knows that organisms, objects, and events have properties and patterns. The student is expected to:
- (A) sort objects and events based on properties and patterns.
- (6) The student knows that systems have parts and are composed of organisms and objects. The student is expected to:
- (A) sort organisms and objects according to their parts and characteristics;
  - (B) observe and describe the parts of plants and animals.
- (9) The student knows that living organisms have basic needs. The student is expected to:
- (A) identify characteristics of living organisms that allow their basic needs to be met.

#### **Second Grade**

- (5) The student knows that organisms, objects, and events have properties and patterns. The student is expected to:
- (A) classify and sequence organisms, objects, and events based on properties and patterns.
- (6) The student knows that systems have parts and are composed of organisms and objects. The student is expected to:
- (D) observe and record the functions of animal parts.
- (9) The student knows that living organisms have basic needs. The student is expected to:
- (A) identify the external characteristics of different kinds of plants and animals that allow their needs to be met; and
  - (B) compare and give examples of the ways living organisms depend on each other and on their environments.

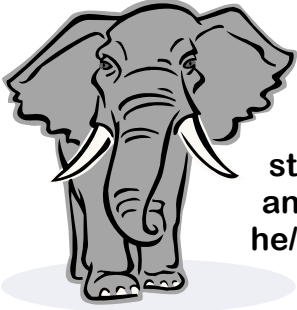


**ANIMAL CLOSE-UPS GRADE LEVEL: K-2<sup>nd</sup> Grade**



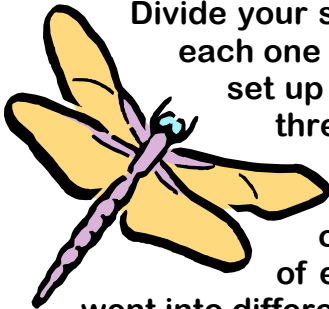
## Pre-Visit Activities:

### Activity 1: Who Am I?



To play this charades activity, write the names of a variety of animals students would be familiar with on individual pieces of paper and place them into a large container. Have one student come to the front of the room and pull a piece of paper out of the container. The student should act like that animal, demonstrating typical movements and mannerisms, while the rest of the class tries to speculate what he/she is. For younger students, you can use animal pictures and animal sounds instead of charades.

### Activity 2: What's My Habitat?



Divide your students into 3-4 teams. Line the students up single file and give each one a picture or name of an animal. In relay fashion opposite the line, set up 'habitat stations' using either props or pictures. On the count of three, have the first student on each team run to the 'habitat stations' and place their animal in its correct home. They will come back and tag the next student in line, and so on. After the relay is complete, have the students analyze the physical characteristics of each of the animals and how they deduced that certain animals went into different habitat groups (i.e. Polar bears are white and are covered with hair, so they must live somewhere snowy and cold.) Remember, several animals can have the same type of home. Here are some suggestions:

<u>Animal(s)</u>	<u>Habitat</u>
penguin, polar bear	snowy tundra near water
bear, raccoon	wooded forest
frog, dragonfly	pond
camel, bearded dragon	desert, arid region
boa constrictor, anteater	rainforest
rabbit, prairie dog	grasslands, meadow

### Activity 3: Animal Hokey Pokey

Indoors or out, put your class into a large circle and do the hokey pokey using animal parts instead of people parts. Before each animal, shout an introduction that gives a clue how this body part helps the animal survive. Here are some possibilities:

Elephant trunk	Used to hold things and smell things
Kangaroo pouch	Holds the baby animal
Bird beak	Used to help this animal eat and crack seeds open
Monkey tail	Used to help this animal hang from trees
Bird wing	Used to help this animal fly
Fish fins	Used to help this animal steer through the water
Owl eyes	Used to help this animal see in the night



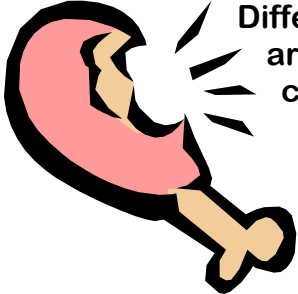
## Post-Visit Activities:

### Activity 1: Zookeeper Says



This activity is played like “Simon Says”. You can be the zookeeper or you can choose one student to be the zookeeper. If you say, “The zookeeper says to crawl like a spider,” have the students crawl like they think a spider would. This activity will also work with animal noises. For example, if you say “the zookeeper says to hoot like an owl”, have the students hoot like they think an owl would.

### Activity 2: What’s for Dinner?



Different animals eat different types of food. Set up three sections of the area students will be working in (this can easily be marked on the chalkboard/whiteboard).

- “I eat meat” with a picture of a steak, insects, etc.
- “I eat plants and fruit” with a picture of leaves and an apple, etc.
- “I eat meat, plants, and fruit” with pictures of a steak, leaves, and an apple, etc.

As a group, have the students stand in an area of the room separate from the divided-off section designated for the activity. When you announce the name of an animal, they should move to the section of the room that represents what that particular animal eats. For instance, if you said opossum, they would move to the side of the room that is designated for animals that eat meat, plants, and fruit. Don’t forget to throw in the animals from the program to test student memory and learning! This is sure to get all students involved!

### Activity 3: My Favorite Animal



Have your students draw a picture of one of the animals that they observed during the “Animal Close-Ups” class at the Zoo. For younger students, have the students tell their classmates one thing that they learned about that animal. For older students, have them write a sentence about one thing that they learned about that animal.



Vocabulary Flashcards:

<b>Adaptation</b>	a body part, body covering, or action of an animal which helps it to survive
<b>Backbone</b>	the column of bones along the center of the back of vertebrate animals that protects the spine
<b>Birds</b>	any of a class of warm-blooded, two-legged, egg-laying vertebrates with feathers and wings
<b>Camouflage</b>	the disguising of oneself to deceive an enemy; appearing to be part of the natural surroundings
<b>Feathers</b>	covering on the body of a bird; types of feathers include contour (shape), flight (flight), and down (warmth)
<b>Fur</b>	the soft, thick hair covering the body of many mammals
<b>Habitat</b>	the region where a plant or animal naturally grows or lives and includes food, water, shelter, and space
<b>Mammal</b>	any of a class of warm-blooded, usually hairy, vertebrates whose offspring are fed with milk secreted by the female mammary glands



<b>Predator</b>	an animal that hunts or catches other animals for food
<b>Prey</b>	an animal that is hunted or caught for food
<b>Reptile</b>	any of a class of cold-blooded vertebrates having lungs, an entirely bony skeleton, and a body covered with scales or horny plates
<b>Scales</b>	any of the thin, flat, overlapping, rigid, horny plates forming the outer protective covering of the body in many fishes and reptiles and of the tails of a few

